

Strand: Measurement

Grade: 1

School: Red Willow P.S.

Lesson Goal	Introducing students to the concept of area
Curriculum Expectations	<ul style="list-style-type: none">- Estimate, measure (i.e., by minimizing overlaps and gaps), and describe area, through investigation using non-standard units- compare two or three objects using measurable attributes, and describe the objects using relative terms
Big Idea(s)	Attributes, Units and Measurement Sense

3 Part Lesson Plan		Materials
Getting Started (Minds On...)		
<p>Instructional Grouping: Whole class</p> <ul style="list-style-type: none">- Have a few students lie on the carpet and then we will show them how to cover the carpet with people (focusing on the vocabulary of gap, cover, and overlap). Then continue to add more students to help them to understand the vocabulary until the carpet is completely covered.- Show students a book and a square tile. Make connection between carpet activity and covering the book with square tiles.- On the carpet there will be three plates with square tiles in them (one plate has obviously too few tiles to cover the book, one has obviously too many, and one has approximately the right amount). Ask students to think-pair-share which plate they estimate to have the right amount of tiles.- Use the tiles from the plate to cover the book. <p>ELL vocabulary: estimate (best guess), area, measure, cover, record (write), covering the word “gap” - need to demonstrate what does gap mean and also the word overlap.</p>		<ul style="list-style-type: none">- A book- Plates with square tiles
Working On It (Action!)		
<p>Instructional Grouping: Small Groups</p> <ul style="list-style-type: none">- Students will measure a small white board, name tag, and their snuggle up book with tiles.- The students will first record their estimate on a worksheet and then the actual measurement of the object. The worksheet will have 3 columns - one with a picture of the item and a label, one where each student will record their estimate, and one where they will record the answer.- Students work together to investigate the areas of the items with the square tiles. <p>ELL Considerations: continued reinforcement of the vocabulary</p>		<ul style="list-style-type: none">- Square tiles- Worksheet- 3 rectangular items to measure (eg. Small whiteboard, name tag, book)
Reflecting and Connecting (Consolidate/Debrief)		
<p>Debrief Strategy: Whole class discussion</p> <p>Questions: Can an estimate be wrong? Where would you use this idea in real life?</p> <p>Clarified how we were not looking at the size of the length vs. the width of an object to help with an estimate, rather we were looking at the whole object and comparing it to other objects.</p>		
Follow-up		
None given.		

